



SC Annual School Report Card Summary

Maryville Elementary School
Georgetown County
Grades: PK-5 Enrollment: 503
Principal: Stephanie S. Stuckey
Superintendent: Dr. H. Randall Dozier
Board Chair: Mr. Jim Dumm

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Average	TBD	TBD	B	Reward
2012	Average	Average	N/A	Gold	A	N/A
2011	Average	Average	Silver	N/A	Not Met	N/A

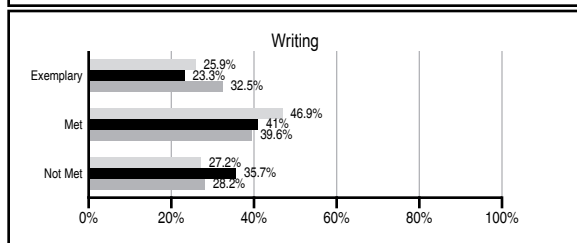
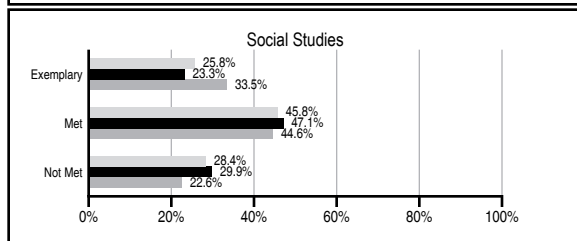
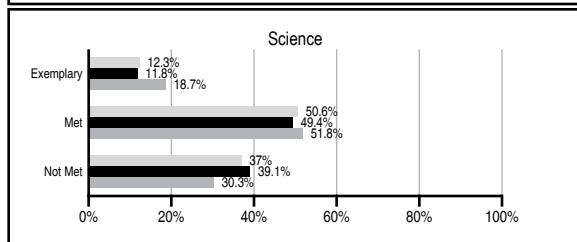
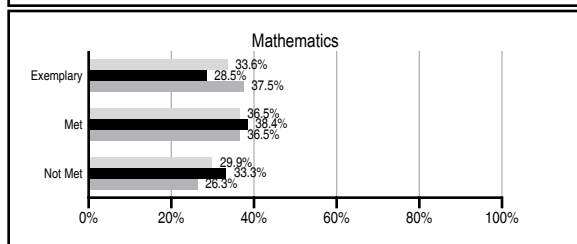
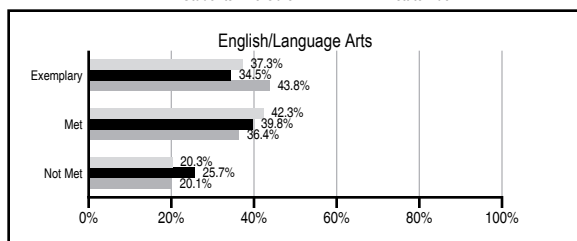
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
9	13	97	16	5

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Maryville Elementary School [Georgetown County]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=503)				
Retention rate	1.6%	No Change	1.2%	0.9%
Attendance rate	96.0%	Down from 96.5%	96.0%	96.3%
Served by gifted and talented program	4.9%	N/A	4.5%	7.2%
With disabilities	14.2%	N/A	14.1%	12.4%
Older than usual for grade	3.5%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.0%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	67.5%	Up from 65.0%	59.6%	62.5%
Continuing contract teachers	77.5%	Down from 80.0%	82.0%	83.3%
Teachers returning from previous year	90.1%	Up from 86.8%	87.1%	88.3%
Teacher attendance rate	95.4%	Down from 95.7%	94.7%	95.0%
Average teacher salary*	\$49,460	Up 2.9%	\$47,226	\$48,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	4.6 days	Down from 14.2 days	11.2 days	11.0 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	2.7 to 1	Down from 16.1 to 1	19.4 to 1	20.1 to 1
Prime instructional time	90.9%	Down from 91.6%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,534	Up 0.0%	\$7,562	\$7,364
Percent of expenditures for instruction**	65.0%	Down from 65.1%	68.0%	68.0%
Percent of expenditures for teacher salaries**	63.0%	Up from 61.8%	65.0%	66.0%
ESEA composite index score	88.6	Down from 91.7	79.2	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	20	75	36
Percent satisfied with learning environment	95%	76%	94.5%
Percent satisfied with social and physical environment	95%	84%	94.5%
Percent satisfied with school-home relations	79%	80.8%	94.4%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The faculty and staff at Maryville Elementary School believe in working hand-in-hand with the parents and community. We strive to offer stimulating instructional programs that will challenge our students to work toward their full academic potential.

Throughout the year we continue to assess student progress to improve instructional strategies used in our classrooms to meet the needs of our diverse population. It is necessary for us to develop enrichment, as well as remediation programs, at all levels of instruction through academic tutors, focus groups, and continuous flexible grouping to meet the needs of individual students. The students achieved much success this year with these in place. Simultaneously we continue to examine data from common assessments, Benchmarks, DIBELS, and MAP and made adjustments to instruction as needed. Along with the implementation of Voyager in our resource classes these practices were significantly beneficial to our students' growth in decoding, comprehension, and fluency.

All students are immersed in literature at the students' appropriate reading level through fiction and non-fiction text. Through the continued professional development and focus on varied teaching strategies to enhance their knowledge.

Maryville students are provided with opportunities through various areas of discipline. Opportunities or students' continued growth and development through technology, music, art, and physical education. Annually, our Special Needs students participate in the local and state Special Olympics in which they return adorned with medals. Our students also have the opportunity for continued growth through musical performances.

Maryville's P.T.O. has been a tremendous partner for our faculty, staff, and students. They provide classroom/field trip requests and teacher incentives. The P.T.O. is also generous when showing appreciation to faculty and staff throughout the year.

We are dedicated to achieving our mission by developing critical thinkers and preparing each student to be responsible while challenging them through their educational experience. Academic success is a top priority. We ask for your continued support through this journey.

Stephanie S. Stuckey, Principal
Melanie Foxwell, SIC-Chairperson

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status